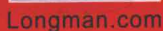


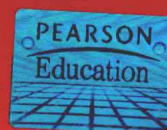
朗文震撼英语

听说教程 (高阶)

教师用书



吉林出版集团有限责任公司
培生教育出版集团



High IMPACT

朗文震撼英语

听说教程(高阶) 教师用书

总主编 杨 枫

原 著 Rod Ellis

Marc Helgesen

Charles Browne

Greta Gorsuch

Jerome Schwab

改 编 李淑华 郝 萌 张丽鑫

一本书一个世界

捷进可一

图书在版编目(CIP)数据

朗文震撼英语听说教程. 高阶/杨枫, (美)埃利斯(Ellis, R.)主编.

— 长春: 吉林出版集团有限责任公司, 2006.3

(捷进名家英语听说大讲堂系列)

教师用书

ISBN 7-80720-519-9

I. 朗... II. ①杨... ②埃... III. 英语—听说教学—自学参考资料 IV. H319.9

中国版本图书馆 CIP 数据核字(2005)第 012162 号

吉·版权合同登记图字 07-2005-1509

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage retrieval system, without permission from Pearson Education Inc.

English Adaptation edition published by Pearson Education Asia Ltd. and Jilin Publishing Group

Copyright © 2006

本书封面贴有由 Pearson Education Inc.提供的防伪标签,

无标签者为盗版。本书仅限于中华人民共和国境内销售。



更多精彩尽在捷进可一网站!

请访问、来函、致电。

网 址: www.jackeybook.com

电子信箱: abookaworld@jackeybook.com

发行电话: 0431-5618714

朗文震撼英语听说教程 (高阶教师用书)

总 主 编: 杨 枫

责任编辑: 胡亚红

版式设计: 李 娜

出 版: 吉林出版集团有限责任公司

地 址: 长春市人民大街 4646 号

印 张: 7

版 次: 2006 年 3 月第 1 版

2006 年 3 月第 1 次印刷

封面设计: 李立嗣

印 装: 长春市博文印刷厂

发 行: 吉林出版集团捷进可一图书经营有限公司

开 本: 889 毫米×1194 毫米 1/16

字 数: 145 千字

定 价: 15.00 元

书 号: ISBN 7-80720-519-9

如有印刷、装订质量问题捷进可一公司负责调换。

Contents

| | Teacher's Manual | Student Book |
|--|------------------|--------------|
| | page | page |
| Welcome to High Impact | iv | — |
| Section Overviews | v | — |
| Teaching Tips | vi | — |
| Using the High Impact Workbook | viii | — |
| How This Teacher's Manual Works | ix | — |
| | | |
| Unit 1: Lifestyles | T9 | 9 |
| Unit 2: Personal Health | T15 | 15 |
| Unit 3: Living Space | T21 | 21 |
| Expansion Unit | T27 | 27 |
| | | |
| Unit 4: Family History | T31 | 31 |
| Unit 5: Important People | T37 | 37 |
| Unit 6: Personality | T43 | 43 |
| Expansion Unit | T49 | 49 |
| | | |
| Unit 7: Shopping | T53 | 53 |
| Unit 8: Mysteries | T59 | 59 |
| Unit 9: Different Generations | T65 | 65 |
| Expansion Unit | T71 | 71 |
| | | |
| Unit 10: Working World | T75 | 75 |
| Unit 11: Information Age | T81 | 81 |
| Unit 12: Memories | T87 | 87 |
| Expansion Unit | T93 | 93 |
| | | |
| <i>Impact</i> Expansion Activities | T97 | — |
| High Impact Workout Answer Keys | T104 | — |

Welcome to *High Impact*

High Impact is an English course designed to help students develop confidence and skill in using English for communication. The course revolves around the lives of four young people — Jordan, Laura, Julie and Nick — and their circle of family and friends. While learning about the characters, students practice listening and reading in context and develop oral communication skills by expressing personal opinions about their own lives.

The Coursebook consists of 12 main units and four expansion units. Each of the main units includes the following sections:

- **Warm Up** — introduces the theme of the unit.
- **Listening** — (on tape or CD) presents tasks that develop specific information, gist and inferential listening skills.
- **Conversation Topic** — (on tape or CD) presents vocabulary and dialog practice along with personalization.
- **Grammar Awareness** — (on tape or CD) presents tasks to help students notice grammar usage.
- **Pair Interaction** — provides opinion gap and experience gap activities which allow students to share their own ideas and experiences.
- **Read and Respond** — provides both a model and a reason to read and write.

After every three main units, there is a short Expansion Unit, consisting of four activities:

- **Group Activity** — a structured activity for groups of 3 or more. It builds on the topics and themes of the units in the preceding section and allows students to use language creatively.
- **Learning Check** — a two-part review of grammar and vocabulary. Through listening and reading tasks, students have an opportunity to assess their progress.
- **Review Game** — a fluency-oriented game that recycles vocabulary and grammar from the preceding units.
- **Learning Better** — an activity designed to raise students' awareness of different learning styles and to allow them an opportunity to think about and plan changes in their own learning styles.

The Teacher's Manual, classroom cassettes or CD and *High Impact Workout* (workbook) accompany the Coursebook and are available separately.

Timing

Each main unit is designed for approximately three 50-minute class periods, or two 90-minute periods. Expansion Units are designed for approximately two 50-minute periods, or one 90-minute period.

50-Minute Classes

Class 1

1. Warm Up: 10–15 min.
2. Listening: 15–20 min.
3. Conversation Topic: 15 min.

Class 2

1. Expansion activity (from this Teacher's Manual): 10 min.
2. Listening review: 15–20 min.
3. Grammar Awareness: 20 min.

Class 3

1. Conversation review with variation (from this Teacher's Manual): 10 min.
2. Pair Interaction: 20 min.
3. Read and Respond: 20 min.

90-Minute Classes

Class 1

1. Warm Up: 10–15 min.
2. Listening: 15–20 min.
3. Conversation Topic: 15 min.
4. Expansion activity (from this Teacher's Manual): 20–30 min.
5. Read and Respond (introduce as homework): 5–10 min.

Class 2

1. Expansion activity (from this Teacher's Manual): 10–15 min.
2. Conversation review with variation (from this Teacher's Manual): 10 min.
3. Grammar Awareness: 20 min.
4. Pair Interaction: 20–30 min.
5. Read and Respond: 15 min.

Section Overviews

This manual provides step-by-step lesson plans and notes for each activity in the Coursebook. Each main unit of *First Impact* contains 6 sections.

Warm Up

This short, easy activity involves all students quickly, introduces them to the theme of the unit, and serves as a bridge to the Listening and Conversation Topic sections.

Listening

This series of three exercises revolves around a taped conversation. The conversation introduces characters, themes and functions that are carried throughout each unit. The first exercise, *LISTENING FOR KEY WORDS*, guides students in identifying the key words and phrases in the conversation. The second exercise, typically called *LISTENING FOR SPECIFIC INFORMATION*, guides students in understanding the main information and central purpose of the conversation. The third exercise, *WHAT DO YOU THINK?*, is an inference question that encourages students to think about the relationships between the speakers. These three exercises require different but complementary ways of listening.

Conversation Topic

This section helps students develop colloquial vocabulary, conversation patterns and strategies for talking about different personal topics. The section has two parts:

Vocabulary Preview provides a list of words and phrases based on the unit theme. A short activation exercise encourages students to work with the meaning of the words. The *VOCABULARY PREVIEW* does not merely present new vocabulary. It also requires students to interact with the words by adding examples, matching connected meanings, and so on.

Conversation Building presents a conversation pattern that the students can use as they talk about the topic of the unit. As they practice, the students substitute original information into the conversation model "slots." Rather than providing long dialogs to be memorized, we have included short examples which the students can quickly personalize and make their own. Practice variations are provided in this manual to encourage this integration process.

Grammar Awareness

This series of three exercises requires students to notice a particular grammar feature in a spoken extract. The first exercise, *UNDERSTANDING*, is a listening exercise in which students identify key information about a topic or a character. The second exercise, *NOTICING*, requires students to listen to the tape again and attend to grammatical form, completing a specific task. The third exercise, *TRY IT*, allows students to produce and share personal information using the target form. The aim is to raise their awareness of how the form is used in actual discourse.

Pair Interaction

This simple, two-part activity allows students to communicate with a partner in English. The first exercise is an opinion gap or experience gap task. The students themselves generate the information that is exchanged, rather than using data provided by the textbook. (This eliminates the problem of students looking at their partner's book to find the answers.) The second part of the activity, *FOLLOW UP*, encourages students to extend the conversation and expand their ideas.

In any English class, pair work is a key to providing students with enough practice to be able to use the language independently. The Pair Interaction pages in *High Impact* differ from traditional pair work in that students base their interaction not merely on exchanging information but also on personalizing and fully processing the data they are working with. This personalization allows for more authentic interactions and increases student motivation.

Read and Respond

This section provides reading and writing practice using a variety of short extracts. Each reading involves a short task to focus students' attention on the main information. Following this is a short writing task that allows students to exchange their ideas.

Reading and writing are too often seen as ends in themselves. They are or should be seen as part of an interactive form of communication. In Read and Respond, students do the tasks not simply for comprehension, but as a build-up to *SHARED WRITING*, in which they read and react to their partner's ideas.

Teaching Tips

Throughout this Teacher's Manual you will find Teaching Tips — bits of advice on how to make the activities go more smoothly in your classes. The following are a few ideas about common problems and concerns.

Helping the Students Understand What to Do

All of the activities in *First Impact* have a clear goal and outcome. In general, it is better to demonstrate activities rather than explain them.



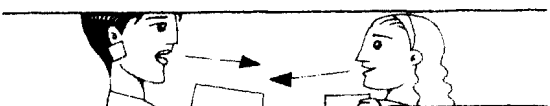
Don't explain — demonstrate!

When an activity is demonstrated, students quickly see what to do. As they watch, they rapidly confirm or modify their understanding of the task and procedure. The following are effective ways to demonstrate.



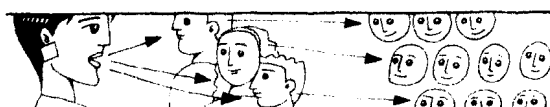
Have two students demonstrate.

Direct two students through the first few steps of the activity while the others watch (the lesson plans in this manual are written in this way)



Do the activity with one student.

You interact with one or more students, using yourself as the model, while the class watches.



Use students as teachers.

For more complex activities such as some games and expansions, call several of the students to your desk while the others are working on something else. Teach the activity to those students. Then they go back and each teaches the activity to a group of 3–5 others.

Playing the Audio Tape or CD

Using the audio tape or CD effectively is an important part of teaching *First Impact*.

Listening — In general, you should play the tape only two times, once for *LISTENING FOR KEY WORDS* and once for *LISTENING FOR SPECIFIC INFORMATION*. Because some extracts are relatively long, however, you may have to pause the tape or CD occasionally to allow students to catch up with the task. Each script contains one or two appropriate pause points (marked with a //). It is important that students understand they don't need to catch every word; as long as they can complete the task, they should consider themselves successful.

At times, you may want to replay the tape after the class has gone over the answers to give the students a chance to confirm what they heard. During this final listening, students can choose how they want to listen. Those who basically understood the conversation should close their eyes and imagine it. Those who had more difficulty should look at the Student Book page and try to hear the key words and phrases. Those who found the listening quite challenging should watch you. As you play the tape, point to the words on the board just before they are spoken.

Conversation Topic — In general, you will need to play this segment only once. First, students hear the target vocabulary words and phrases. Then they hear the sample dialog. These serve as pronunciation models.

Grammar — Play the tape or CD the first time without pausing so that students get the gist of the conversation. After they have worked on the exercises, play the tape or CD again, adding extra pauses if necessary, so students can focus on the grammar examples.

Keeping the Students in English

Students are tempted at times to do tasks in their first language. The most common (and least effective) teacher response is nagging: Speak English! English only now! There may well be a role for the students' first language, especially when they are trying to understand new or difficult ideas. But of course English practice has to go on in English.

Because students may want to say something in English but don't always know how, make sure they learn and use phrases like *How do you say _____ in English?* These are introduced in *High Impact* by a character called Conversation Coach. You might want to have students copy the phrases onto the inside cover of their books so they always have them available. Here are some techniques that can help students take on the responsibility of staying in English:

Technique 1: Stand up — If an activity requires new vocabulary or phrases, tell the students that they can use their first language as long as they stand up. While they are seated, they can use only English. Since most students don't want to be noticed standing up, this provides a little "positive pressure" to stay in English. By allowing the first language in one situation, you can control it in others.

Technique 2: How many times? — Each time students say something in English, they make a mark on a piece of paper. This can be done either individually or in pairs. At the end, don't collect the papers. (If you do, the technique probably won't work again, as it becomes a test rather than a challenge.) However, do encourage students to compare their results with others. It encourages competition to use English.

Technique 3: Monitor — One student monitors two pairs or one group. The monitor marks how many times English is used and how many times the first language is used. Again, don't collect the sheets. The point is to make students aware of how much English they are (or aren't) using.

Technique 4: The chip trick — If an activity is a game in which students can win points, use poker chips or other small objects to represent points. Everyone starts with three and tries to collect more as the game progresses. If they use their first

language, any other student can say, "Give me a chip! " That student gains a point and the "offender" loses one. In Pair Practice, students might be reluctant to take points away from their partners. To deal with that problem, have all of the A's constitute one team and all of the B's the other (or, in large classes, all the A's in one row are team A-1, etc.). They aren't just collecting chips (and points) for themselves; they're working for their team.

Dealing with Mistakes

Mistakes are a useful and necessary part of language learning. Therefore it is not always necessary or appropriate to correct mistakes. Still, students appreciate feedback on their mistakes. Corrections are more effective when students themselves "discover" the mistake and the correct form. The following are ways to help them learn from their own mistakes.

Technique 1: Note common mistakes — As learners do activities, notice the types of mistakes many people are making. Afterward, write 8-10 sentences on the board that include the common mistakes. Have students work in pairs or as a whole class to identify the mistakes and correct them.

Technique 2: Encourage self-correction — As you're circulating, you might want to do direct correction, especially if the mistakes interfere with communication. Instead of giving the correct form, simply point to the place in the book that contains it. Let the learners correct themselves.

Different teachers want different things from a teacher's manual. New teachers often want lots of specific teaching strategies. Experienced teachers often want new or extra techniques or activities. This manual gives both new and experienced teachers support for their classes.

Using the High Impact Workbook

High Impact is accompanied by a 48–page workbook called *High Impact Workout*.

High Impact Workout provides controlled review and expansion of grammar, vocabulary and conversation for each Coursebook unit. Workout is particularly effective at helping students focus on the learning objectives in each unit by providing additional guided comprehension and production practice. Workout also provides additional reading and writing opportunities to supplement the Coursebook.

Workout can be used in several ways:

- as a "pre–test" or preview of the Coursebook unit
- for in–class individual work
- as additional in–class material
- as in–class review quizzes
- for homework review

Workout contains 12 units, corresponding to the main units of the Coursebook. Each of the four pages in the unit focuses on one language area or skill and provides for approximately 90 minutes of individual work.

- **Vocabulary Workout** reviews the main vocabulary of the unit.
- **Grammar Corner** consolidates the main grammar points.
- **Conversation Building** recycles the conversation patterns and functions.
- **Writing Exchange** extends the reading content of the unit and provides for writing skill development.

The **Answer Key** for *High Impact Workout* is on pages T104–T107 of this Teacher's Manual.

The **VOCABULARY WORKOUT** section is based on the words from the Conversation Topic and Pair Practice pages in the Coursebook. Students review these words in different contexts, usually involving characters from the Coursebook. The students work on comprehension and completion exercises using the target words and expressions. This section also contains "About You" exercises in which the students write about their own ideas.

The **GRAMMAR CORNER** section, the second page of each Workout unit, reviews the key points of the Coursebook Grammar Awareness page. Additional examples are given in a box at the top of the page, followed by a variety of exercises for comprehension, manipulation, and active use of the grammar points.

The **CONVERSATION BUILDING** section builds upon the dialog from the Conversation Topic page in the Coursebook. Students see variations of the unit function and complete exercises on appropriate formation and usage of conversation patterns. The last exercise on this page is a cartoon completion exercise in which the students "interact" with a character, providing personal information.

The **WRITING EXCHANGE** section provides a short reading and a follow–up writing opportunity. The readings provide an accessible model of writing about the unit theme, followed by basic comprehension questions. Students then write an original paragraph about their personal life, in response to what they have just read.

Answers can be checked quickly in the classroom by having students write their answers on the board, or workbooks can be collected by the teacher for correction. Many teachers prefer "peer checking," in which students exchange books and correct each other's work, or simply "completion checking" to note if students have attempted and completed the workbook assignments.

You may want to make photocopies of the answer key to allow students to check their own answers. Permission is granted to photocopy pages T104–T107 for this purpose.

How This Teacher's Manual Works

Each unit in this manual includes:

Unit Summary

This gives an overview of the topic, grammar, functions, vocabulary strategies in the unit.

Section Goal

This explains the focus of each activity.

Lesson Plan

This gives step-by-step procedures for each section. *Italic type* provides brief instructions to say to students.

Optional steps, activities and variations

These are additional procedures, activities or techniques to expand and enrich each section and provide variety and motivation.



Notes

(Vocabulary Notes, Usage Notes or Cultural Notes)

These give extra information about language or culture that can be shared with students.



Pair Practice

These are steps that can be done by students working in pairs.

Use only the sections of any unit that support you in your teaching.

Good luck, have fun... and make an *Impact!*

3 LIVING SPACE

Unit Summary
Topics: neighborhoods, apartments, roommates
Grammar: progressive tenses
Functions: complaining, stating opinions and giving reasons
Vocabulary: buildings, rooms and services in neighborhoods, problems with neighbors
Conversation strategy: giving reasons — I want a — because

Warm Up *In our city*
Students compare areas in their city or local region. They think about what makes an area a good place to live.

Lesson Plan
1. T: What makes a city or part of a city a good place to live? Encourage several answers. (Proximity, near home, convenient shops and services, near work/school, safety, parks, entertainment, etc.)
2. T: Work with a partner. Think of the three best places to live. Rank them and explain why. Note: It doesn't matter if they rank parts of their own city, different cities, or even different regions. The important part is giving reasons for their choices.
3. As students work, circulate. If pairs are having difficulty, refer back to the ideas in Step 1 of this plan. What things in your neighborhood are important to you? Where are there nice homes? etc.
4. T: Now compare answers with another pair. Do you agree? Why or why not?
5. T: List all the places on the board and have students vote on the best one.

Variation
Students make groups of six or eight. Each gives their list and reasons. Then they eliminate all the places and decide on the top three.

Impact Expansion
Freedom of speech
Preparation: Make one copy of the Freedom of speech worksheet on page 197 for each group of three students.
Action: As a class discuss when you can and can't complain to someone and topics you can't complain about. For example, you might complain if a neighbor plays loud music late at night, but you probably couldn't say that your neighbor's house is an ugly color.
Divide the class into groups of three. Each group gets one copy of the worksheet. They read the sheet and answer each item. In the hand write the following phrases:
I wish you would...
You should...
Why can't you?...
I have to complain to...
Tell students to imagine they have complete freedom of speech. They can complain about anything they want to anyone. One student chooses a card and says what he/she would complain about in that person. If partners have complaints to make to the same person, they say them.
Variation: To do this activity as a game, students are not meant to be each other's enemy.

Impact Expansion

This is an extra activity for expanding the unit.

Teaching Tips

These are ideas to make class activities smoother, more effective... and more fun!

Authors' Note

This provides the authors' viewpoint on the purpose of an exercise or task or some personal background information.

Teacher Reflection

This section poses questions to help you evaluate your teaching.

Script

This is the exact transcript of what appears on the tape. Key items are marked in boldface type.

Answer Key

This provides the answers for the Student Book exercises.

Read and Respond *Self-care ideas*

Students read short articles and match them with the appropriate headlines.

Reading Skill *understanding the topic of an article*
Pre-reading Task (richness activation) Students work in pairs. Before they read the articles, they look at the four titles. They try to think of two or three words or topics they might expect to find in an article each that have to do with the topic. The articles actually contain the words. The purpose is to get students thinking about the topics themselves. Possible answers: I would complain, doctor, information, classes, even, strong, Manager, mission, past, relax, Accompany, needles, Chances.
Variation: Instead of predicting vocabulary, have students write one question they have about each product.

Lesson Plan
1. T: Look at page 29. Read three articles about new health ideas. Match each article with the best headline. Which ones might be useful to you? If students come across words they don't know, encourage them to skip those words, at least until after they've read the passage once.
2. After they've read the passage, have them go back and underline the new words. In pairs, have them guess the meanings (in English or their first language). Then they can look up the words to see if they were right.
3. Draw a quick sketch of the article layout on the board. Do check, have students call out the titles. Write the letters in the sketch.

Pre-writing Task
Students close their books. In groups of two or three, they use how many health ideas they can remember from this unit.
1. T: TRY IT. Think of an idea for keeping healthy. Explain it in a short paragraph. Allow about 10 minutes for them to write.
2. T: Show your partner's paragraph. Write a brief idea on the most popular.

Grammar Awareness *Take it easy*

Grammar focus: Imperative forms

Usage Notes
• The doctor is giving advice in the imperative. That is, she is giving orders. Imperatives normally start with a verb. Try to relax. Don't smoke.
• Imperatives don't usually have a subject unless it is necessary to make it clear who is being given the command. Jordan, that the window. The word you in front of an imperative can show anger. You be quiet!
• Negative imperatives start with don't. Don't smoke! Do as, beginning. (Do give me a call) makes requests sound more polite. However, this is rarely used in North American English.

Lesson Plan
1. T: Look at page 18. Do you have any health or unhealthy habits? What are they? Encourage students to answer.
2. T: UNDERSTANDING. Doctor is talking with his doctor. Listen. What are his health habits? Check True or False. Play the UNDERSTANDING segment of the tape.
3. To check, read the sentences. Have students say "true" or "false." If the answer is false, have them supply correct information.
4. T: NOTHING. The doctor suggests several ways to keep healthy. What are they? Complete the table.
5. EE: As students work, circulate and answer questions.
6. T: Now listen to check. Play the NOTHING segment of the tape.
7. To check, have students say their answers.
8. EE: T: TRY IT. Write two new positive and two negative commands about how to stay healthy.
9. To check, have a few students call out sentences. OR Have students work in groups of 3-4. They listen to each others' sentences and correct any mistakes they hear.

Teaching Tip
You might want to have students do the NOTHING step in pairs. When they do, they usually share what they do understand rather than focusing on what they don't know. Also, it gives them a chance to discuss different answers before they decide which is correct. This can increase awareness.

Answer Key
1. Understanding
1. False (He will smoke a little)
2. True (Sometimes a beer)
3. False (Fast food hamburgers)
4. False (He worries about his son)
5. False (He has to pay bills)
6. NOTHING
Don't smoke any cigarettes. Don't drink too much alcohol. Don't eat too much red meat. Eat more fish and fresh vegetables. Take more time to eat a good meal. Don't worry too much. Don't work too hard. Try it.
Answers will be similar to those in NOTHING.

Script
Doctor: (chuckles) Is he in a hurry? (SPEAKING) Come!
Doctor: (chuckles) You're having a lot of stress recently. Dave.
Dave: Yeah, it's a tough job.
Doctor: Mmm. (Do you still smoke?)
Dave: I don't smoke in many cigarettes as I used to, but I still smoke a little.
Doctor: Don't smoke any cigarettes. (You know the dangers. What about alcohol?)
Well, sometimes I have a beer in the evening.
Doctor: That's okay. OK. That's not a lot, but don't drink too much alcohol. It's not good for your health. Try drinking more fruit juice and water. Especially when you're under stress.
Dave: Fruit juice.
Doctor: What about your diet? Do you eat a lot of red meat?
Dave: Well, I do eat a lot of fast food hamburgers, just because it's always in a hurry.
Doctor: Oh, careful. Don't eat too much red meat. It's very bad for your heart. Eat more fish and fresh vegetables. And take more time to eat a good meal.
Dave: Do you worry about things a lot?
Dave: (sighs) Well, I try not to, but it's difficult. My son is in college and he's a little wild. I guess, and, well, my wife and I worry about him.
Doctor: Hmm. I see. Well, don't worry too much. It will affect your health. What about work? Do you work very hard?
Dave: I have to pay all the bills, including yours.
Doctor: When you have a point, this doesn't work too hard. You really need to take a day off.

Answer Key
1. Understanding
1. False (He will smoke a little)
2. True (Sometimes a beer)
3. False (Fast food hamburgers)
4. False (He worries about his son)
5. False (He has to pay bills)
6. NOTHING
Don't smoke any cigarettes. Don't drink too much alcohol. Don't eat too much red meat. Eat more fish and fresh vegetables. Take more time to eat a good meal. Don't worry too much. Don't work too hard. Try it.
Answers will be similar to those in NOTHING.

LIFESTYLES

Unit Summary

Topics: lifestyles, activities

Grammar: joining sentences using *and* and *but*; using preforms (substitution words) *do*, *does*,

Functions: asking for and giving personal information

Vocabulary: personal activities, places

Conversation strategy: asking follow-up questions — *Why did you...?*

Warm Up *My lifestyle*

- ✓ Students find out about each other's lifestyles by talking about frequent activities.

▼ Lesson Plan

▽ Note: If your students don't know each other, you might want to start with an icebreaker such as *Cave dwellers* (see Impact Expansion activity on right) before you begin the first textbook activity.

① ▽ Write *Lifestyle* on the board. Ask: *What do we mean when we say lifestyle?*

Encourage students to answer. Write their answers on the board. Possible answers: work, where you live, what you do in your free time.

② T: Look at page 9. Look at the activities. Circle the activities you often do. Read the list aloud, gesturing for the students to circle.

③ T: Now work with a partner. Look at your partner's book. Ask questions about three of your partner's activities. Write the information.

④ Model the activity by looking at one student's book. Ask a few questions about the circled items.

⑤ As students work, circulate and help. If they have trouble getting started, ask questions about what they wrote.

⑥ As students finish, have them change partners and continue.

▽ Variation

Students find out how many things they have in common with their partner in the given time. You may want to specify a number; for example, students must find three things that are the same and three that are different.

▽ Impact Expansion

Cave dwellers

Preparation: Get large pieces of paper (A3 or larger) and markers for each student. (If it isn't possible to get markers, colored chalk or regular pens will work.)

Action: Remind students that one of the first forms of written communication was pictures. Ancient people drew on cave walls thousands of years ago. Tell the students to imagine they are cave dwellers. They need to draw simple pictures of four or five important things about their own lives — for example, their family, interests or important events. Distribute the paper and markers. Allow 5–10 minutes for students to draw. Then in pairs or groups of three, students show their pictures to their partners. Partners look at the pictures and say what they think each one means.

Variation: After students understand the pictures, have them join another pair or group. They take turns introducing their previous partner and his/her picture.

Note: To encourage more communication, tell the partners to ask YES/NO rather than open-ended questions. You can also require students to add extra information to their YES answers (Is this your brother? Yes. His name's _____. He's _____ years old.).

If you think students might take too long trying to get the pictures perfect, give students about two minutes to think about what they will draw. Then they get exactly one minute for each picture. This is a variation on an idea from Dan Donlan.

Listening I'm so glad to see you again

Students listen to two old friends who are meeting again after five years.

Pre-listening Task

Students imagine they are meeting a friend for the first time in several years. Working in pairs, they identify the topics they would talk about. After about three minutes, they compare their ideas with another pair.

Lesson Plan

① T: Look at the picture on page 10. Julie and Jordan Greene are shopping in the city together. They meet an old friend.

② T: Look at LISTENING FOR KEY WORDS. Are there any words you don't know? ▽ Read the key words aloud.

③ T: Now listen. Check the words and phrases you hear. Play the tape or CD. [47] You might want learners to work in pairs so they can help each other.

④ To check, read the list of words. Have students raise their hands to show which ones they checked.

⑤ T: LISTENING FOR MEANING. Listen again. Julie has changed in the past five years. Write two things that are different. Rewind the tape or CD and play the conversation again.

⑥ To check, have students call out their answers.

⑦ [47] T: What do you think? Do you think Julie likes her new job? Why do you think so? Encourage students to give their ideas. You may want them to work in pairs or small groups before saying their ideas to the whole class.

Author's note

The listening tasks in High Impact give students practice with different types of listening as well as exposure to a variety of voices. LISTENING FOR KEY WORDS helps them recognize vocabulary and phrases as a first step in making sense of the whole ("bottom up" listening). LISTENING FOR MEANING asks students to listen for the gist of the conversation ("top-down" listening). WHAT DO YOU THINK? requires students to think more deeply about other levels of communication, including the speaker's feelings or intention. There are no "correct" answers to the questions here.

Script

(Key words in bold. // = possible pause points.)

Laura: Julie? Julie Greene?

Julie: Laura? Is that you?

Laura: Yeah. What a surprise!

Julie: It's been a long time!

Laura: I know. It's been, what? **Five years?**

Julie: **Five years.** Oh my gosh, I can't believe it.

Laura: I know. It's incredible. So... what's happening with you?

Julie: Well, **I just got a job** at a publishing company.

Laura: Great. What do you do?

Julie: I'm an assistant editor. I'm working on three book projects. It's so great.

Laura: Wow. **Sounds busy.** //

Julie: Yeah. Can you remember me in high school? I didn't like to be busy, just liked to have a lot of free time, be with my friends. But now I sort of like being busy.

Laura: Wow, that's a change. // Um, aren't you going to introduce me to your **boyfriend**?

Julie: **Boyfriend**?! This is *not* my **boyfriend**. Laura, this is my **brother**, Jordan.

Laura: Jordan? That's Jordan? Your *little* brother?

Jordan: Yeah. Hi, Laura. I remember you.

Laura: Wow, you've changed, Jordan. // So are you guys shopping? Spending a lot of money?

Julie: No, we're **just looking around.** **I don't spend a lot of money** on clothes and stuff like I used to.

Laura: I know what you mean, I don't either. //

Wow! I am so glad to see you again, Julie.

And you too, Jordan. Well, take care, guys.

Jordan: Uh, wait. We're just about to have lunch.

Want to come along?

Laura: Uh, sure. That'd be great.

Answer Key

Listening for key words

- | | |
|--|--|
| <input type="checkbox"/> five months | <input checked="" type="checkbox"/> boyfriend |
| <input checked="" type="checkbox"/> five years | <input checked="" type="checkbox"/> brother |
| <input checked="" type="checkbox"/> just got a job | <input type="checkbox"/> buying something |
| <input type="checkbox"/> just graduated | <input checked="" type="checkbox"/> just looking around |
| <input checked="" type="checkbox"/> sounds busy | <input type="checkbox"/> spend a lot of money |
| <input type="checkbox"/> not so busy | <input checked="" type="checkbox"/> don't spend a lot of money |

Listening for meaning

- | | |
|--------|--------------------------------|
| before | ● didn't like to be busy |
| | ● spent a lot of money |
| now | ● likes to be busy |
| | ● doesn't spend a lot of money |

What do you think?

Answers and reasons will vary.

Conversation Topic *Things I do*

- ✓ Students talk about activities they often do and never do.

▼ Lesson Plan

① T: *Look at page 11. VOCABULARY PREVIEW. Look at the list of places. Where do you spend most of your time? Circle three places.*

② T: *Now look at the list of activities. Which do you often do? Make a check. Which do you never do? Make an X.*

③ ▽ To make sure everyone understands what to do, you might want to read the lists (places and activities) and have students raise their hands to show which they do. Then have them call out some of the additional items ("Your own idea") they wrote.

④ T: *CONVERSATION BUILDING. Listen to the conversation. Play the tape or CD.*

⑤ T: *Now stand up. Read the conversation out loud with a partner. Then change roles and practice again.*

⑥ As students practice, have them move on to the next steps, first using the places and activities from *VOCABULARY PREVIEW*, then making original dialogs. You may want to have them close their books at this point. It isn't necessary for learners to remember the exact wording in the book.

▽ Variations

• To keep students from becoming too reliant on the book (which often happens, especially with dialogs), have them work in groups of three. Two students play the part of the characters in the conversation. They have their books closed. The third student plays the part of the "human tape recorder." That student whispers the lines to the other two. The "tape or CD recorder" can repeat the lines as often as necessary. After a few minutes, the "tape recorder" doesn't need to say all the lines any more. He or she just serves as a reference, supplying words and phrases when the main speakers can't remember what to say.

You can use this technique to encourage learners to modify the conversation to make it their own. The tape recorder says "blank" for the parts that can be changed to items from the *VOCABULARY PREVIEW*. Speakers fill in choices from the preview or their own ideas.

• Encourage physical activity while the students practice. Have them begin by standing up and facing each other. (Since they are sitting down during most

of the class, standing provides a change of pace.) Gesturing and eye contact automatically become easier. The speakers may actually not have seen each other for a while and might want to shake hands.

• After they've become familiar with the conversation, have learners try different responses. (A: How are things with you? B: Oh, pretty good. I've had a lot of free time recently. A: Oh, really? B: Yes, I spend a lot of time outdoors. A: Outdoors? Doing what? B: I like to go rollerblading.)

* Vocabulary Items

• *volunteer work* = unpaid work, usually for a good cause such as helping old or poor people, raising money for charity, etc.

• *write reports* = these reports can be either for school or work

• *at the office* and *at work* = these may overlap. If a person works in an office, both are true at the same time. If, however, people work someplace other than an office (for example, in a store), they can be *at work* without being *at the office*.

Authors' note

You'll notice the conversation in *High Impact* are quite short. That's so students can practice them and quickly add their own information and ideas. They aren't designed to be memorized. Rather, they are tools to get students started on their own conversations.

Grammar Awareness *Two friends*

- ✓ **Grammar focus:** proforms, i.e. substitution words *do, does*. Sentences with *and, but*.



* Usage Notes

- Proforms substitute for words that have been used before. For example, it would be unusual to say *I love jazz and Nick loves jazz, too*. Instead, the second *loves jazz* is replaced with the proform *does*: *I love jazz and Nick does, too*.
- *Do* is commonly used as a proform for other verbs or verb phrases (the verb plus object, adverbs, etc.).

Authors' Note

The Grammar Awareness activities in *Impact* are based on the way learners acquire language naturally. By taking the time to "notice" the key grammar points, they are able, gradually, to use the grammar effectively. Since this approach will be new to many learners, allow time for them to get used to it.

▼ Lesson Plan

- ① T: Look at page 12. Jordan and Nick are friends. What do you think they like to do together? Encourage a few students to answer.
- ② T: **UNDERSTANDING**. Read the questions. Then listen to Jordan. He's talking about himself and his friend Nick. If the answer to the question is yes, make a check. Play the **UNDERSTANDING** segment of the tape or CD. You might want to stop the tape or CD after "I love jazz and Nick does, too" to make sure students understand the task.
- ③ To check, read the sentences. Have students say "Jordan," "Nick" or "both."
- ④ T: **NOTICING**. Look at the sentences under **NOTICING**. Complete the sentences.
- ⑤  As students work, circulate. If students are having difficulty, ask: *Does Nick (love jazz)?* If a student suggests: "...and Nick loves jazz," point out that the words "love jazz" are already there. They should try not to repeat the same words.
- ⑥ T: Now listen again to check. Play the **NOTICING** segment of the tape or CD to check.
- ⑦  T: **TRY IT**. Write four sentences about you and your best friend. ▽ Students can also write about a classmate they know well.
- ⑧ To check, have a few students read their sentences to the class. OR Ask several students who finish early to write their examples on the board.

Teaching Tip

Each Grammar Awareness listening segment is recorded twice. The second time includes pauses so students can check their answers.

Script

(Missing words in bold. • = pauses in **NOTICING** extract.)

Jordan: Hi! My name's Jordan. One of my best friends is Nick, Nick Koda. I think we get along really well together. We have a lot in common. Like, I really love jazz and Nick **does, too**.

- And I'm crazy about movies and Nick **is, too**.
- But I guess the thing we both like best is hanging around music stores. I love checking out the newest CDs and Nick **does, too**.
- The only problem is money. Nick doesn't have much money to spend and I **don't either**.
- Of course, we're not exactly the same. There are some pretty big differences between us. For example, I like to stay in shape. I exercise every day, **but not** Nick.
- You won't catch him working out! He says exercise is boring. And I take my studies pretty seriously. I like studying, but Nick **doesn't**.
- He hates it! And another thing — I get along really well with my family, but Nick **doesn't**.
- He hardly ever talks to his parents. Can you imagine!

Answer Key

Understanding

| | Jordan | Nick |
|-----------------|--------|------|
| 1. jazz | ✓ | ✓ |
| 2. movies | ✓ | ✓ |
| 3. music stores | ✓ | ✓ |
| 4. money | | |
| 5. exercise | ✓ | |
| 6. studying | ✓ | |
| 7. family | ✓ | |

Noticing

1. I really love jazz and Nick **does, too**.
2. I'm crazy about movies and Nick **is, too**.
3. I love checking out the newest CDs and Nick **does, too**.
4. Nick doesn't have much money to spend and I **don't either**.
5. I exercise every day, but **not** Nick.
6. I like studying, but Nick **doesn't**.
7. I get along really well with my family, but Nick **doesn't**.

Try it

Answers will vary but should be similar in form to those in **NOTICING**.

Pair Interaction About you

- ✓ Students ask and answer questions to find out more about their partner's feelings and attitudes.

▽ Impact Expansion

▼ Lesson Plan

① Divide the class into pairs. T: *Look at page 13. Look at these conversation topics. You're going to think of questions about these topics to find out more about your partner.*

② T: (To one student) *Choose any topic.* (Point to the topic boxes). *Which topic?* Write that topic on the board. T: (To whole class) *What questions can you ask about this topic?* Encourage several answers. Possible questions for the topic "friends":

- Who is your best friend?
- How did you meet him/her?
- How often do you see him/her?
- Where does he / she live?
- What does he / she do?
- What's he / she like?

③ Direct one pair through the activity. T: (To student A) *Ask one question.* A: (asks) Gesture for B to answer. T: (To A) *Ask another question about B's answer.*

Teaching Tip

At this point, draw students' attention to the Conversation Coach hint at the bottom of the page: *Keep going. Ask questions about your partner's answers.* Conversation isn't unconnected questions and answers. Students should learn to talk about each topic as long as possible, adding questions and extra information, as appropriate.

④ T: *Choose a topic. Ask your partner two or more questions about it.* Have students do the task. As they work, circulate, answer questions and note areas for later work.

⑤ As some students finish, introduce the second part of the task: T: *Write the three most interesting points about your partner's life.*

⑥ T: *Now try FOLLOW UP. What three things would you like to change about your life? Then compare lists with your partner. Ask your partner for reasons.*

⑦ ▽ You may want to have students who finish early join other pairs and compare lists.

Coat of Arms (My Crest)

Preparation: none

Action: In class, explain that a *coat of arms* or *crest* is a symbol of a family or organization such as a university. Each student designs a coat of arms representing his or her lifestyle. The coats of arms should be interesting and attractive and can include anything the students think is important. (Don't specify what to include.) If some students have difficulty getting started, ask about things that are important to them or their family. Typical answers include occupations, where their family is from, other aspects of family history, the meaning or origin of family names, and personal interests.

Once students are finished drawing, several different follow-up tasks are possible:

- If the students don't know each other, have them work in pairs or small groups to explain their coats of arms.
- If the students already know each other, mix up the coats of arms and redistribute them. Based on what they already know about their classmates, they guess whose picture they have.
- Students ask questions based on the pictures (*Is your family from (place)?*) before they ask if a particular person is the owner.
- In small groups, students explain their coats of arms. They must add extra information about each part. Each partner must ask an additional question. We learned this activity from Brenda Hayashi.

Read and Respond *I'm different now*


- ✓ Students read a magazine interview and identify contrasts.

Reading skill: Identifying specific information

▽ **Pre-reading Task** (task awareness) Each Read and Respond has three tasks. Students first scan and circle the title of each sub-task (*READING, TRY IT, SHARED WRITING*). Then they read each task instruction and underline the verbs. This helps them become more aware of the task. It also reminds them that we always have a purpose when we read. They should always think about *why* they are reading (their task) before they read.

▽ Lesson Plan

① T: *Look at page 14. Read this interview from Lifestyles magazine. Underline two things that have changed.*

②  As students work, circulate and answer questions. They may come across words they don't know. If so, encourage them to skip those words (at least until they've read the passage once) or ask questions that will lead them to discover the meaning. (Example: *superficial*. Ask: *What other words is it connected to?* (relationship, temporary). *We know the relationships were short. What else? How about his friends?* (Not close friends.) *What do you imagine his relationships were like?* Encourage students to guess at the meaning of *superficial* [shallow, not meaningful].

③ To check, have a few students call out their answers.

▽ Pre-writing Task

Write the following words on the board:

• *home* • *lifestyle* • *friends* • *job* • *interests*

Students work in pairs. They spend two or three minutes talking about the differences in their lives now compared with five years ago. You might want to have them do this in their first language. Or, if they use English, you might want the partners to listen and take notes.

③ T: *TRY IT. Now write about your life five years ago. Then on another sheet of paper write about how your life has changed. Allow about 10 minutes for them to write.*

④ T: *SHARED WRITING. Work in a group of four. Mix up your paragraphs in two piles. Exchange piles with another group of four. Try to match the "5*

years ago" paragraphs and the "Now" paragraphs.

⑤ As students work, circulate. If groups are having trouble matching, have them underline the main ideas of the "5 years ago" paragraphs. Then they look for related — but often opposite ideas — in the "now" paragraphs.

Teaching Tips

- Make sure all students write their paragraphs on the same kind of paper. Otherwise, the appearance of the paper, rather than the paragraphs, will provide the clues for *SHARED WRITING*.
- You may want to have learners do the reading and writing steps of this lesson as homework. Even though it comes at the end of the unit, students can do it before starting or in the middle of the unit. In that case, it will preview the unit themes.

Answer Key

Two things that have changed:

- settled down, not traveling all over
- closer friends and deeper relationships

Answers to *SHARED WRITING* will vary but should be similar to the magazine article.

Teacher Reflection

Part of developing as a teacher is reflecting on what actually goes on in your classroom. Take a few minutes after each unit to think about the lesson.

- What activities from this unit went very well? What made them successful? (topic, student task, preparation)
- What activities didn't go so well? What could you do differently next time to make them go better?

Unit Summary**Topics:** health, stress, diet**Grammar:** imperative forms**Functions:** giving advice, suggestions and orders**Vocabulary:** stressful and relaxing activities**Conversation strategy:** asking for repetition — *Pardon? Excuse me?***Warm Up** *Health ideas*

- ✓ Students brainstorm a list of health-related products and activities.

▽ **Impact Expansion**▽ **Lesson Plan**

- ① T: Look at page 15. What products do people use to stay healthy? What activities do people do? Encourage several answers.
- ② T: Work with a partner. How many can you list?
- ③ As students work, circulate. If pairs have run out of ideas, ask questions to get them started again: What do you do for a headache? To get more energy? etc.
- ④ T: Now look at the list. Circle the most unusual products and activities. Underline the most common ones.
- ⑤ T: Now join another pair. Compare lists.
- ⑥ ▽ Most teams will have written the same "common" items. Have students share some of the more unusual ones.

▽ **Variations**

- Instead of writing in their books, students work in teams. They write their ideas on the chalkboard or with markers on large sheets of paper. This makes it easy to compare lists between all the groups.
- Whether you do the Warm Up as in the Lesson Plan or use the variation, you can make it a competitive game by giving points. Students get one point for each item plus one bonus point for each item they wrote that the new pair (or no other team) wrote.

Unhealthy things we do**Preparation:** none

Action: As a whole class, brainstorm at least 15–20 unhealthy things that people do. (Avoid items with not, i.e., *not exercising*. Instead use *exercising too little*.) Working with a partner, one student selects an item and says it. Both students write the item. The place they write it depends on how frequently they do the activity. The top of the paper means "often." The bottom means "never or hardly ever." The other student selects another item and says it. They both write it. If they do it more often than the first activity, they write it above the first word. If they do it less often, they write it below. They continue until they've written at least 10 items.

Note: Of course, it is possible to do this with "healthy behavior" but doing it with things that are unhealthy often adds a bit of interest. Besides, it does get learners thinking about behaviors they might want to change.

Possible items: smoking, drinking too much alcohol, breathing dirty air, working too hard, eating red meat, skipping meals, driving places when they could walk, sleeping too little, sleeping too much, exercising too little, being under stress, eating too many sweet foods, worrying, listening to extremely loud music, eating too many snacks